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[Continued from p. 112.]

THERE is no antidote or preventive against such a national catastrophe, but in the education of the whole people. But if the people do not improve the educational opportunities that exist, the fact of their existence will not avert the catastrophe. Viewed from this point, we catch a glimpse of the incalculable wrong committed by those parents and guardians who cause, or who tolerate, the absence of their children from school. Their conduct, indeed, seems inexplicable, on any hypothesis of human nature which does not deny to it the possession, both of reason and conscience. The schoolhouse has been erected and furnished, the books and apparatus have been provided, the teacher has been employed, the money for meeting all the expenses has been appropriated; and yet, at the very place and time where all these means have been brought together, and where they are to be transmuted into knowledge, and morality, and happiness, and in these exalted and sublimer forms, to be bestowed upon the children, those children turn away, as if disdainingly to accept the boon.

The only efficient remedy which has ever yet been applied to this mischief, consists in the adoption of a regulation by the school committee, by which parents are required to elect between the uniform attendance, and the uniform absence of their children. Of course, provision should be made for cases of sickness, or other disabling causes. With these exceptions, the committees of most of our large towns have established regulations, by which the pupil's right of attendance for the residue of a current term is forfeited by a certain number of absences. The measure has proved highly remedial wherever adopted. The absences have often been reduced seventy-five per cent.; in some instances more; — proving conclusively that they had not been of a necessary or unavoidable kind. The law warrants this mode of proceeding; justice to the parents who

do send their children regularly, requires it; the well-being of the community demands it. Such a measure should not supersede remonstrance and expostulation, with the delinquent; and probably there may be some towns where the people would not yet uphold the committee in adopting it; but it is to be hoped that it will be introduced as speedily and as generally as public opinion will allow, and that the formation of such an opinion will be hastened.

COMPENSATION OF TEACHERS.

The compensation paid to teachers, both male and female, is also regularly, though slowly advancing. Yet how inferior is it, to what the dignity and importance of the vocation demands! On an average throughout the State, the compensation of male teachers is but \$32.11 a month; and this sum includes the comparatively high salaries given in our cities and large towns. It also includes the value of board. Taking the great majority of our country towns, the salaries paid to the masters of the Public Schools will be found to range from sixteen or seventeen, to twenty-one or twenty-two dollars a month. If teachers look for a more liberal remuneration, they abandon the service of the public, and open private schools for the children of the wealthy. And thus thousands of private individuals, from their own resources, command better teachers, and provide a better education for their children, than the public provides for the mass of the people. The individual outdoes the State; the rich man outbids the Commonwealth; and the children of a select class enjoy privileges which are denied to the great mass of the community, — to those who are to constitute our highest ornament or our greatest dishonor, — who are to be our strength or our destruction.

And what are those teachers, who labor for a compensation not varying widely from \$20 a month, expected to do? If our laws on the subject are not a pretence and a delusion, they are expected to mould the manners of the whole rising generation into decorum and propriety, to strip off and cast away all awkwardness and vulgarity and every unseemly habit; they are expected to train the children to correctness of language and of enunciation, and to those decorous forms of social intercourse which are cultivated and observed by all civilized and respectable people; they are expected to instil those sentiments of kindness and benevolence, of which external politeness and a regard for the wants and wishes of companions and friends, are but the external expression; they are expected to cultivate filial and fraternal and sisterly affections, and all those feelings which give charm and blissfulness to the domestic fireside; they are expected to develop the young intellect and to replenish it with knowledge; and they are expected, in the beautiful language of the statute, to inculcate upon all the children and

youth, committed to their care, "the principles of piety, justice, and a sacred regard to truth, love to their country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and those other virtues, which are the ornament of human society, and the basis upon which a republican constitution is founded."

And, for the talents and the accomplishments; for the time and money spent in preparation; for the experience and the wisdom, which will enable them to perform these arduous and sacred duties, what compensation do teachers receive? Not half so much as is ordinarily given to head-men and master-workmen in the handicrafts and trades; not one third, often not one fourth part so much as is paid to cashiers of banks, or secretaries of insurance companies, or overseers in factories, or engineers on railroads. The superintendents of those who work on wood and brick and stone, are better compensated than those whose vocation it is to awaken lofty thoughts, to ennoble feeling, and to build up character upon the enduring foundation of principle. How, again, does the teacher's profession compare with the other professions, as it regards their respective emoluments? If physicians, as a class, were not more liberally remunerated than schoolmasters are, we might safely assert, that the knowledge of human physiology, and the sciences of medicine and surgery, founded upon it, would be lost; that the medical profession would speedily degenerate into a company of quacks and empirics; and mankind would go back to using charms and incantations for all the diseases and the casualties, that "flesh is heir to." Were the services of the legal profession as poorly requited as those of the educational, those well-defined rights of property, of character and of person, which are one of the distinguishing marks of civilization, would be annulled; the poor would be at the mercy of the rich, and the weak under the domination of the powerful, to a degree of which, at present, we can form no conception.

On what principle, then, can it be accounted for, that a people calling itself intelligent, should reward with a far higher degree of liberality, a profession that protects the property which perhaps may descend to children, perhaps may take to itself wings and fly away, than they reward the men who mould the character of those children, and give them those inward possessions which moth and rust cannot corrupt, nor thieves steal? On what ground is it explicable, that a people calling itself civilized should place a higher value upon the outward adornments of the body that perishes, than upon the imperishable soul? And who has the sagacity and the profoundness to explain how it is, that a people denominating itself Christian, — not excepting even those who are most tenacious of the title, and profess to value it most highly, — should evince a deeper *practical* interest in, and reward with readier and larger emoluments, the con-

signees who make sale of their goods, and the bankers who negotiate their stocks, and the builders of their ships and their factories, than they do those chosen guides and exemplars, who modify and perhaps foredoom the destiny of their children, for time, if not for eternity? So stupendous a solecism exists not elsewhere in the history of the world! We make that first which is last, and that last which is first! The mind is subordinated to the body; the soul to the senses; immortal to temporal good!

Did it require any profound meditation or sagacity to discover, that no mines of silver or gold can confer such wealth on the community as an inventive genius can do; that there is no commodity in a nation's valuation which is so enriching as the health and the strength that brace the muscles of the workman and make labor a pleasure; that there is no life-insurance so secure, and at so low a premium, as a knowledge of the Physical Laws; that there is no police so guardian and so powerful as the instillation of virtuous principles into the minds of the young; — did it require the intellect of a Newton or a Franklin to discern these truths, our wonder at the indifference of men to the cause of education might be abated. But it demands no extraordinary or high-trained powers to perceive that these truths are but truisms. Could public attention be once turned to this subject; could great educational principles be so clearly expounded that they should be understood; and could one in a thousand of those illustrative examples of the beneficence of education, with which public and private life abounds, be collected, and graphically described, every honest mind would be convinced, and constrained to act upon its convictions.

In addition, then, to those two professional classes which give counsel and direction respecting the health and the wealth of the community, we want another and a nobler professional class, which has been fitted by study and training, to preserve and insure the healthfulness of the young, rather than to alleviate the pains of those mature and chronic diseases whose seeds had been sown in childhood; — a class fitted to explore and lay open those sources of wealth *that lie in the intellect*, so much richer than any purely material sources ever are. We want a profession which understands the laws of the intellectual and spiritual nature of man, so much more prolific of true enjoyment than any laws of property can be. This profession should be rewarded and honored in proportion to the magnitude and preciousness of the interests committed to its care. The deep-rooted affections and convictions of the community should cluster around it and uphold it. Its title to influence and authority, founded upon the good it accomplishes, should be every where acknowledged; and each successive generation should feel, that it has derived a fulness and a perpetuity of

happiness from it, compared with which silver and gold are corruptible things.

But how can this be done, while the salaries and the social consideration bestowed upon teachers, furnish so little inducement to enter the profession, and while avenues to greater honor and emolument, constantly opening around, are seducing its members into more brilliant or more lucrative walks of life? The thing is impossible. It is necessary that our policy should be organically changed. Society must countermarch. The rear must take the place of the van. The moral must outrank the sensual. The highest talents and attainments must be culled for superintending the *mind* of the race, during the period when it is most susceptible of influence; and talents and attainments of a secondary grade must be accounted sufficient for superintending those interests of men which are external and transitory. Mediocrity may be sufficient to superintend the growth of grain and the rearing of cattle, to manage banks and railroads; but the care of children,—the cultivation of great thoughts, of sublime emotions, of devout affections,—demands the highest endowment, acquisition and genius. To keep school for a few years, in order to obtain the means of entering the medical or legal profession, is preposterous. The future schoolmaster should rather serve an apprenticeship with a physician, that, by acquiring a knowledge of human physiology, he might better guard and preserve the health of his school. He should rather prepare himself for teaching, by spending a few years in studying the great principles of jurisprudence and of civil polity, that he might thereby be enabled to give instruction to his pupils respecting those leading laws of the land, both civil and criminal, which would save them in after-life from the expenses of litigation, and from becoming the victims of crime. Whoever controverts this view of the subject must proceed upon the assumption, either openly or impliedly, that matter is more valuable than mind; that houses and chattels and stock-notes are more precious than a cultivated intellect, or an honor-bound and truth-loving heart.

But however wide the distance between our duty and our conduct, in regard to male teachers, the distance between them is still greater in regard to the other sex. Reason and experience have long since demonstrated that children, under ten or twelve years of age, can be more genially taught and more successfully governed by a female than by a male teacher. Six or eight years ago, when the employment of female teachers was recommended to school committees, not a little was said against adopting the suggestion. But one committee after another was induced to try the experiment, and the success has been so great that the voice of opposition is now silenced. So far as can be learned from the committees' reports, I believe

there is now an unbroken unanimity among them on this subject. It is found that females will teach young children better than males, will govern them with less resort to physical appliances, and will exert a more genial and kindly, a more humanizing and refining influence upon their dispositions and manners. The apprehension that they will have too little strength to govern, that they will be harassed by disobedience and driven away by insurrection, has been dissipated. The proportion of schools kept by females, which have been broken up on account of the insubordination of the scholars, or discontinued because of the incompetency of the teachers, is far less than of the schools kept by males. The following statement exhibits the annual increase in the number of female teachers, in the Public Schools of Massachusetts, including both summer and winter terms, from 1837 to 1845, inclusive:—

Year.	No. of Males.	No. of Females
1837	2370	3591
1838-9	2411	3825
1839-40	2378 *	3928
1840-41	2491	4112
1841-2	2500	4282
1842-3	2414 *	4301
1843-4	2529	4581
1844-5	2595	4700

Thus it will be seen that while the number of male teachers has increased only 225, the number of female teachers has increased 1109. The number of male teachers employed last year, in all our Public Schools, including both summer and winter terms, was only 2595, while the number of females was 4700, — difference, 2105. This shows that many of our winter schools, — often attended by lads and young men, from 14 to 20, and sometimes to 25 years of age, — were kept by females; and the instances are numerous where females have succeeded in maintaining order and good government in schools, which, under a male teacher, had been broken up by insubordination.

And what is the pecuniary encouragement held out to females to enter upon this truly noble, truly feminine, and truly Christian employment? I know of but one female teacher in the State, — of course the teachers of Public Schools only are spoken of, — who has so high a salary as \$600. One or two others have \$500, and one teacher of a Primary School has received \$400 a year for many years. But, even in Boston, the highest salaries paid to females, either in the Grammar and Writing, or in the Primary Schools, have, until within the last three months, been \$250. The salary of the assistants in the Grammar and Writing Schools has lately been raised to \$300. But, in the

* The Returns for these years were not quite complete.

great majority of country districts throughout the state, the compensation, exclusive of board, ranges from \$6 to \$8 a month, — from a dollar and a half to two dollars a week. Now is not this injuriously and discredibly low? I know too well what is said in reply to this fact, — namely, that, whenever a vacancy occurs, there is a great number of applicants to fill it. But this very fact demonstrates the insufficiency of the compensation, and the too low standard of qualifications. Let the standard of qualifications be sufficiently degraded, and the next cargo of female immigrants that lands upon our shores will become competitors for a teachership in our schools. The standard of qualifications should be so elevated, that the applicants will not be more than two or three times as many as the vacancies to be supplied; and the compensation should be increased correspondingly.

There is another fact of great importance, which seems not to be generally known; or, if known, it is disregarded. While we pay so inadequate a salary at home, many of our best educated young women go to the south and south-west, where they readily obtain \$400, \$500, or \$600 a year; — \$500 is probably not more than an average. Others of our best educated young women become assistants in academies, or open private schools on their own account. In consequence of all this, there is a perpetual drain, from our Public Schools, of a portion of the best talents and highest attainments in the State. But, as the public is richer than any individual, it ought to command better services than any individual can command, and give greater remuneration than any individual can afford to give; and although so high a point as this cannot be reached at once, nor even for years, yet we should be aiming at it, and approximating towards it. At least, for want of adequate encouragement at home, we ought not to condemn to a sort of exile many of our most highly-gifted and accomplished young women. As \$500 at home is as good as \$600 abroad, it would be our best policy, by offering it for our first class of schools, in cities and large towns, to command the best services in the Commonwealth. Ought we not to practise this liberality for the intellectual and moral nurture of the generation that is growing up around us, — a generation which is to have the solution of more difficult social and moral problems than any generation that has ever before existed?

By a recent vote of the school committee of Salem, all their grammar schools for girls have been placed under the sole and exclusive charge of females.

SCHOOL REGISTERS.

By the act of March 18th, 1845, the Secretary of State was required, "instead of the single sheets for school registers," before transmitted, "to transmit register books, sufficient to last

for five or more years, in such form as the Board of Education should prescribe ;" and, by a vote of the Board, dated the 28th of May last, the Secretary of the Board was directed "to prepare a form for a book of school registers," in pursuance of the above-mentioned act.

In obedience to this vote, a blank form of register has been prepared, and is now in the hands of the printer. As the schools are already supplied with registers for the current winter term, it is expected that the new registers will be introduced at the beginning of the ensuing summer term, before which time they will be distributed to the committees.

The register is designed for five years. It is supposed to contain a sufficient number of pages to last during that time, — different sized books being prepared for different sized schools. As the statute required it to be sufficient for five years, it could not be prepared for less ; and, for several reasons, it was deemed unadvisable to use the discretionary power. Among the principal of these reasons, is the chance for improvement in its form, which experience or invention may bring to light within that period of time. Many new schools, too, will spring up, and the size of old ones will be changed before five years will have elapsed ; and, although provision is made for such changes, yet the adequacy of such provision must be a matter of conjecture.

Much time and pains have been devoted to the preparation of the register. I have examined hundreds of different forms, and availed myself of the suggestions of many intelligent teachers, in order to make it as perfect as possible. After arranging it in the best way I was able, copies were sent or exhibited to distinguished teachers and school officers, not only in our own State, but in several others. It was not placed in the hands of the printer until it had received the approval of many of the best teachers and educationists in the country. I hope it will prove satisfactory.

The register provides for the entry of each pupil's name. Against the space for the name, there is a blank for all tardinesses and absences. A space will also be found where the teacher can keep, if he pleases, a daily account of mental progress and moral deportment. At the end of the term, all the items under these heads can be summed up, and their aggregate stated. When, therefore, a child continues in the same school from year to year, his name will be regularly carried forward ; and, if the registers are preserved, they will contain the school history of the child. They will enable a parent or committee man to trace his progress ; they will furnish to each pupil the means of self-comparison ; and, if skilfully managed by the teacher, they may be made a powerful incentive to good and dissuasive from evil. They may also be rendered an efficient preventive of irregularity in attendance. Heretofore

a difficulty has existed, because the register did not fasten the delinquency of absence upon the particular offenders. At the end of the term, it is true, an absence of 25 or 30 per cent., more or less, was proved; but who were the culprits, or to what extent they were individually in fault, did not appear. Hence the guilty escaped with the innocent; or, in the no less unjust alternative, the innocent suffered with the guilty. By the present register, each one will be approved or condemned, according to his deserts.*

BREAKING UP OF SCHOOLS.

As was predicted in the Report of last year, the number of schools broken up or discontinued, on account of the incompetency of teachers, is considerably greater than in the previous year. Until the act of February 23d, 1844, no express authority had been given to school committees to discharge a teacher on account of incompetency. Their power to do this, if they had any, was an implied one; and, in all cases where they attempted to exercise it, its existence was contested. Hence many cases of alleged incompetency were endured, rather than to encounter the expenses and the uncertainty of litigation. But, by the law of 1844, the committee of any town are expressly "authorized to dismiss from employment any teacher in such town, whenever the said committee may think proper." Almost every consideration that can be imagined will prompt committees to exercise great caution in the use of this discretionary power; for that degree of incompetency must be very gross which will inflict a greater evil upon the school than must be suffered by a violent termination of it. In the school year 1843-4, the number of schools in the State, reported to have been broken up on account of the teachers' incompetency, was 43. During the last year, — that is, subsequently to the enactment of the law, — the number discontinued or suspended, for the same cause, was 65, — an increase of 50 per cent. This shows the necessity and the salutary operation of the law.

During the same year, the number of schools reported to have been broken up by the insubordination of the scholars was 14. Nine others were broken up by a complication of causes, which might be analyzed into insubordination, incompetency, bad schoolrooms, and so forth; but it would be an impracticable problem to define the aliquot parts of the different ingredients of mischief which made up the fatal compound.

* The sign almost universally made use of in school registers, for denoting the absence of a scholar, is the arithmetical sign for *plus*, (thus, +;) but one does not like to have his mathematical associations disturbed, by seeing the sign of *plus* used to denote absence, which necessarily means *minus*. In the forthcoming registers, the sign selected for this purpose is the *caret*, which signifies *wanting*. This seems appropriate, because the entry of the *caret*, to show that the pupil is absent from his seat, will also show that knowledge is absent from his mind.

One is reported to have been discontinued because the teacher would not punish, and could not govern without punishing; one because the teacher punished too severely, and one from "insubordination of parents."

In the whole, 91 schools were broken up; or, on an average, one school in each 37 in the State. Allowing 50 scholars to a school, which is not far from a just average for the State, the 65 schools, which were discontinued through the incompetency of the teachers, would contain 3250 pupils. This number of our children, then, must have suffered, during the last year, under that extreme degree of incompetency which required the dismissal of the teacher, and rendered the evils of breaking up the school more tolerable than the evils of its continuance. How impressively is the expediency of all those measures which have been adopted for increasing the qualifications of teachers, ratified and commended by a fact like this!

And why should we be surprised at such a result? Does any vocation in the whole circle of human employments require so much previous preparation; and is there any one in the wide range of intellectual occupations that receives so little? And, as to the great majority of teachers, it may be added, that no sooner do they gain a little experience in the business of teaching, than they are allured from the employment into other walks of life, which hold out more brilliant rewards of honor or emolument. Having gained the temporary purpose for which they entered upon the business, they abandon it, — not merely without regret, but with alacrity.

It is impossible that the public can be aware of the proportion of new, untried teachers, who annually enter this employment, — an employment second to none in the whole range of human interests. During the last year, I ascertained, in regard to a large majority of the teachers in the State, how long they had taught. The result was as follows: —

The number of those who taught last year, for the first time, was				671
The number of those who had taught for three months, or for one summer or winter term, not varying far from three months, was				437
Taught 6 months and less than 1 year				577
" 1 year	" "	2 years	. . . . .	687
" 2 years	" "	3 "	. . . . .	381
" 3 "	" "	4 "	. . . . .	294
" 4 "	" "	5 "	. . . . .	127
" 5 "	" "	10 "	. . . . .	256
" 10 "	" "	15 "	. . . . .	51
" 15 "	" "	20 "	. . . . .	16
" 20 "	" "	25 "	. . . . .	13
" 25 "	" "	30 "	. . . . .	4
" more than		30 "	. . . . .	3

A few towns, — Boston among the number, — did not answer the inquiry addressed to them; and, therefore, their teachers are not included in the above statement. Making a slight allowance for these exceptions, the above may be considered as fairly representing the relative proportion of teachers who annually assume the business for the first time; and also the relative length of time during which older teachers have continued in the work. Indeed, the proportion of experienced teachers is considerably greater now than it was a few years ago.

From these statistics, then, it appears that considerably more than one-sixth part of all our teachers, annually, are *beginners* in the work of training the young to health, to knowledge and to virtue. Almost one-third part have either not taught at all, or they have taught only during a single summer or winter term. Or, to present the subject in a still more startling light, more than one-sixth part of our teachers, annually, are teachers for the first time; more than one-third of the remainder, though they may have taught, yet none of them so long as a single year; and almost half of the whole number have taught for one year only, or less. What precious interests do we commit to inexperienced hands! How disproportionate the care bestowed upon houses and furniture and equipage, compared with that which is reluctantly rendered to principle and conduct and character! Do not these facts urge us importunately to do more, — to do and suffer all things, — to raise the qualifications of teachers to some nearer correspondence with the magnitude and the preciousness of the interests committed to their hands; and to supply inducements to all those whom nature and culture have united to qualify, to consecrate themselves to the work? In Prussia, thirty years is the common estimate for a teacher's continuance in his office.

In visiting numerous schools, for the last eight years, the fact has often been forced upon my attention, — what, indeed, would have occurred beforehand to any one who reflects upon the subject, — that our teachers, as a class, possess more talent than skill, and that their aims and purposes are higher, than their knowledge of means and methods will enable them to reach. Hence it happens that all those inexperienced or youthful teachers, who read an instructive book or periodical, on the subject of education, immediately modify their manner of teaching, improving some of their former methods and discarding others. Hence too, when visiting a good school, they always see something to be adopted and reduced to practice in their own. Now all this inferiority of their actual to their potential ability, — I mean all the difference between what they *do* accomplish and what they *might* accomplish, — is a dead loss to the community. They have talent; they have a rarer and a nobler possession than talent, — the disposition to improve it; — but for want of a knowledge of better methods and appli-

ances, for want of some simpler process or clearer explanation, they fail to accomplish the good of which they would otherwise be capable. How often does the ingenuous minded artisan or mechanic find occasion to say, "How much labor it would have saved me, had I known this method before!" or, "How much time and expense would such an instrument have saved me!" Many an inventive genius must have failed of embodying his profoundly original ideas, for want of some implement or process, which the art he practises had not yet reached. Supply him with this implement or process, and he blesses mankind with his discovery. In the same way, if the natural good sense and benevolent desires of the class of teachers of whom I am speaking, could be supplied with better means and methods of instructing and governing, they would reproduce their own talent and disposition more rapidly and more completely in the minds of their pupils.

Should it be said, in reply to this, that wherever there is real genius, it will eventually, in the language of Lord Bacon, "find a way or make a way" to the realization of its conceptions, the correctness of the assertion might be admitted; and yet it would still be true, that the time for this realization would inevitably be postponed; and hence, in regard to those teachers who remain in school only for a few terms, it is an obvious consequence, that it would be postponed forever. But the allegation is not strictly true. Many a bright mechanical idea must have died in the mind where it was born, for the want of tools or apparatus by which to embody it. It may have been kept back for centuries awaiting the preparation of more perfect instruments, and then, though late, been revived and realized by some more fortunate searcher after improvement.

It is only in the light of these truths, that the full value of Normal Schools can be seen. By supplying better methods of procedure, and by opening the mind upward to higher motives of action, they enable the same natural endowments of talent and of benevolence to accomplish vastly more than they ever otherwise could do.

It is from the same point of view, also, that we are to regard another and a very modern instrumentality for the improvement of our schools,—I mean

TEACHERS' INSTITUTES.

In my last Report, "Teachers' Institutes" were described as being voluntary assemblages of persons engaged in keeping school, or who propose to keep school. They originated in the State of New York, in 1843,* and they have so commended

* In the year 1839, at Hartford, Connecticut, Henry Barnard, Esq., then Secretary of the Board of Commissioners of Common Schools, for that State, at his own expense, convened a "Teachers', or Normal Class," in order "to show the practicability of making some provision for the better qualification of Common

themselves to the friends of education, that they have been held, during the current season, in more than half the counties of the State of New York, and in the States of Ohio, Pennsylvania, New Hampshire, Rhode Island, and Massachusetts. The meetings may be of longer or shorter continuance, at the option of the members. Practically, however, they have varied from one week to two months. Improvement, both in the art and the science of teaching, is their object; although, on account of the shortness of their duration, the art, rather than the science, is attended to. When assembled, the members constitute a school. They are formed into classes for recitation and drill, or they have general exercises for the whole Institute,

School teachers, by giving them an opportunity to revise and extend their knowledge of the studies usually pursued in district schools, and of the best methods of school arrangements, instruction, and government, under the recitations and lectures of experienced and well-known teachers and educators." The meeting was thought to be very useful by the teachers who attended it. In giving an account of it in the Connecticut Common School Journal, for November, 1839, Mr. Barnard uses the following language: —

"We have no hesitation in saying, that a judicious application of one-fifth of the sum appropriated unanimously by the House of Representatives, to promote the education of teachers for Common Schools, in different sections of the State, would have accomplished more for the usefulness of the coming winter schools, and the ultimate prosperity of the school system, than the expenditure of half the avails of the School Fund in the present way. One thousand, at least, of the eighteen hundred teachers, would have enjoyed an opportunity of critically revising the studies which they will be called upon to teach, with a full explanation of all the principles involved, and with reference to the connection which one branch of knowledge bears to another, and also to the best methods of communicating each, and the adaptation of different methods to different minds. They would have become familiar with the views and methods of experienced teachers, as they are carried out in better conducted schools than those with which they had been familiar. They would have entered upon their schools with a rich fund of practical knowledge, gathered from observation, conversation, and lectures; and with many of their own defective, erroneous, and perhaps mischievous views, corrected and improved. Who can tell how many minds will be perverted, how many tempers ruined, how much injury done to the heart, the morals, and the manners of children, in consequence of the injudicious methods of inexperienced and incompetent teachers, the coming winter? The heart, the manners, the morals, the minds of the children are, or should be, in the eye of the State, too precious materials for a teacher to experiment upon, with a view to qualify himself for his profession; and yet the teacher is compelled to do so under the present order of things. He has no opportunity afforded him, as every mechanic has, to learn his trade; and if he had, there is but little inducement held out for him to do this. No man is so insane as to employ a workman to construct any valuable or delicate piece of mechanism, who is to learn how to do it for the first time on that very article. No one employs any other than an experienced artist to repair a watch. No parent entrusts the management of a lawsuit, involving his property or his reputation, to an attorney who has not studied his profession and given evidence of his ability. No one sends for a physician to administer to his health, who has not studied the human constitution, and the nature and uses of medicine. No one sends a shoe to be mended, or a horse to be shod, or a plough to be repaired, except to an experienced workman; and yet parents will employ teachers, who are to educate their children for two worlds, — who are to mould and fashion and develop that most delicate, complicated and wonderful, piece of mechanism, the human being, — the most delicate and wonderful of all God's creations, — to fit them for usefulness in life, to become upright and intelligent witnesses, jurors, electors, legislators, and rulers, safe in their power to resist the manifold temptations to vice and crime which will beset their future path, strong and happy in the 'godlike union of right feelings with correct principles.' "

as circumstances may suggest. The most neglected portions of the Common School studies are reviewed; and not only are suggestions continually made as to the best methods of teaching each branch, but it is intended to present specimens or exemplifications of the best methods of teaching each branch in the manner in which the recitations themselves are conducted. In this way, the future teachers have a model, — a living and working model, — before them, which is a very different thing from reading an account of the same operation in a book.

Early last summer, when explaining to that liberal and well known friend of our Common Schools, the Honorable Edmund Dwight, the advantages which might accrue from holding Teachers' Institutes in Massachusetts; and stating my apprehensions to him that an obstacle to their adoption might arise from their expense, which the country teachers, on account of their small compensation, might feel unable to incur; he generously placed at my disposal the sum of \$1000, to be expended in such manner as might be deemed most expedient for promoting the object. This sum was amply sufficient for a fair trial of the experiment, as will be seen by the following plan: Suppose the number of four Institutes to be decided on; suppose ten working days to be fixed upon as the time for their continuance; and suppose a bounty of two dollars, towards defraying the expenses of board, to be offered to each of the first hundred who should apply for admission as members, — there would still remain a sufficient sum to pay for rooms, lights, attendance, and so forth, and to defray the *actual expenses* of teachers and lecturers. It was presumed that a sufficient number of eminent teachers and lecturers could be found, whose personal services would be gratuitously given for so noble an object; — an expectation which was not disappointed. Such being an outline of the plan contemplated, it became necessary to decide upon the places where the Institutes should be held. Perhaps there was no great difference in point of eligibility, between many different places in the State that could be named. Still, however, a selection must be made; and the choice of one place necessarily involved the exclusion of others. I make this remark, because now, since the Institutes have so admirably succeeded, the question is sometimes put to me, by persons living in different localities, why some town in their own vicinity had not been chosen.

After the best consideration that could be given to the subject, the towns of Pittsfield, in the county of Berkshire, of Fitchburg, in the county of Worcester, of Bridgewater, in the county of Plymouth, and of Chatham, in the county of Barnstable, were designated. A Circular Letter was issued, which was published in the newspapers, and copies of which were sent to school committees in the vicinity. The following is a copy of the Circular Letter: —

"TO PUBLIC SCHOOL TEACHERS.

"The subscriber invites the attention of the Teachers of the Public Schools to the subject of forming a **TEACHERS' INSTITUTE**, to be held at _____ in the County of _____, during the present autumn.

"A 'Teachers' Institute' is a meeting composed of teachers of Common Schools, assembled for the purpose of improvement in the studies they are to teach, and in the principles by which they are to govern. It is the design of a Teachers' Institute to bring together those who are actually engaged in teaching Common Schools, or who propose to become so, in order that they may be formed into classes, and that these classes, under able instructors, may be exercised, questioned, and drilled, in the same manner that the classes of a good Common School are exercised, questioned, and drilled. Thus, during their attendance on the Institute, the future teachers become scholars. They are expected to prepare and recite lessons, in the same way they would expect their own scholars to do. Under accomplished instructors, they are to be initiated into the best modes and processes of teaching and governing, which they are afterwards to illustrate and exemplify in their own schools. As far as time will allow, they are to be instructed in regard to the organization of schools, the classification of scholars, and some of the more obvious and important of the principles and rules which constitute the science and the art of teaching. It is intended that arrangements shall be made for the delivery of lectures, during a portion of the evenings of the session, on subjects connected with Common School instruction.

"Teachers' Institutes have been held for several years past in the State of New York, and they have proved eminently satisfactory to the members composing them, and beneficial to the Public Schools. It is now proposed to try the experiment in several different sections of the State of Massachusetts; and the favorable expressions and kind offices tendered to the subscriber by several distinguished friends of education, in the town of _____ and its vicinity, have induced him to select that place as an eligible one for testing the practicability and usefulness of such a measure.

"The time fixed upon for commencing the Institute at _____, is Tuesday, the _____ day of _____, at 10 o'clock, A. M. It is proposed to continue the meeting for ten days; that is, until Friday, the _____ day of _____.

"In the State of New York, Institutes have frequently been held for four, and sometimes for six or eight weeks; but it is deemed expedient to name a briefer period for the first trial in this State.

"Able instructors will be provided, although it is expected that some of the members present will occasionally take part in hearing recitations.

"The number of teachers to be received must necessarily be limited. It is proposed to fix the limitation at one hundred;—fifty males and fifty females. Should less than fifty of either sex apply for admission, the deficiency may be made up from the other sex. Although the proposed meeting is designed, primarily, for teachers belonging to towns in the [county, or vicinity, of _____], yet no one living in Massachusetts, and intending to keep school in Massachusetts, will be rejected on account of residence.

"All who are engaged in teaching a public school, or who propose to offer themselves as candidates for teaching a public school, during the ensuing winter, or the next summer, may offer themselves for admission at the Institute. Of course, those who apply first will have priority of claim. Liberty is necessarily reserved to reject or dismiss any applicant or member for sufficient cause.

"Each applicant must be provided with a Bible or Testament; with a slate and pencil; with pen, ink, and paper; with geography and atlas, and with the reading book for the first class, which is most generally used in the neighborhood whence he comes. Each one must also have an English dictionary.*

"It is presumed that board can be obtained cheaply in the neighborhood; and for the purpose of encouraging teachers in their laudable efforts for improvement, a distinguished and munificent friend of Common Schools has enabled the subscriber to offer the sum of two dollars, towards defraying the expenses

* A small blank-book, or common-place book, should have been added.

of board, to each member of the Institute who shall attend during the whole term. No tuition fee will be required.

"The intrinsic dignity of the teacher's office; the duty which binds every teacher to elevate his profession; the sacred obligation we are all under to our ancestors to improve the hereditary institution of Common Schools; the momentous interests, both public and private, which depend upon the advancement of popular education amongst us; the blessings or the calamities to be bestowed or inflicted upon all posterity, by our fidelity or our neglect;—all appeal to every patriot, philanthropist and Christian, to promote every measure which holds out a reasonable expectation of enhancing the prosperity, and extending the blessings of our Common Schools.

"Applications for membership may be made to

"The subscriber hopes to be present during a portion of the session of the Institute; and, if desired, will deliver some lectures, and take some part in the instruction of classes.

"HORACE MANN,

"*Secretary of the Board of Education.*

"*Boston, September 1, 1845.*"

All the Institutes were included within a period of five weeks, so as, at once, to improve the most favorable season of the year, and to close the latest, before the customary time for commencing the winter schools. Of course, some of the preceding overlaid the time of the succeeding. I was present at the opening of all but one, (two of them commencing on the same day,) and spent as much time at each as was practicable.

As this class of meetings forms a new instrumentality in the history of our Common Schools, and as it promises to be an efficient means in advancing their welfare, some minuteness of detail in describing the manner of their proceeding may not be improper. If other States will also give an account of their modes of operation, we may be mutually benefited by each other's experience. In describing the manner of opening the Institutes, I speak of those only at which I was personally present.

After the meeting was called to order, a cordial welcome was tendered to its members; a few remarks were then made respecting the laudable and sacred purpose for which they had assembled together, and religious services, appropriate to the occasion, were performed.

It was then explained, that where many individuals meet together, in order more successfully to carry out a common purpose, it always becomes necessary to have some harmony of view, and some concert of action; and, in order to effect this union of purpose and of conduct, it is essential, so far as the general object may be concerned, that the wills of the whole should be blended together, and become as the will of one man. The following topics were then taken up, separately considered, and disposed of:

[To be continued.]

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